

# THE CLASSICAL WEEKLY

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No 14

By an unfortunate error the caption "Tacitus Annales 1.32.2-3" was omitted from Professor Humphreys' note printed at the bottom of column one on page 103.

A little over twenty-five years ago, in the autumn of 1882, The American School of Classical Studies at Athens was founded under the direction of Professor Goodwin. To celebrate the twenty-fifth anniversary of this important event a dinner was given in Boston in the latter part of November, at which Professor Goodwin presided. The occasion possesses also a pathetic interest in view of the fact that it was the last public appearance of Professor Seymour, president of the Archaeological Institute and for fourteen years chairman of the managing committee of the school. Speeches were made by Professor Seymour, by Professor Sloane, of Columbia, by Professor Richardson, for eleven years director of the school, by Professor Wright of Harvard, and by Professor Wheeler, the present chairman of the managing committee.

The record of the work of the school during the twenty-five years of its existence is one to which American classical scholars can look with considerable pride. It is a record of continuous achievement and of ever-widening influence. It has made classical archaeology an important element in classical teaching, and it has spread the knowledge of Greek life and Greek institutions in this country as no other means could have done. Hampered continually by lack of means, the school has yet taken a leading part in the excavation of Greek lands, not merely in small excavations, such as those at Plataea, Thoricus, Sicyon, Eretria, Icaria, Oeniadae and Vari, but in the more ambitious excavations at the Argive Heraeum, under Dr. Waldstein, and at Corinth, which are still being carried on. The school has also published the results of its study, not merely in the early volumes of Papers and in the Journal of Archaeology, but also in separate publications, of which the most important is that on the Argive Heraeum. A careful study of the Erechtheum has long been desired by archaeological students, and under the auspices of the school most elaborate drawings of this temple have now been prepared and will soon be issued. Professor Wheeler, in closing a short review of the

work of the school published in the Evening Post, remarks:

Thus, in reviewing what has been accomplished by the school in the first twenty-five years of its existence, the managing committee feels considerable satisfaction, but it is a satisfaction tempered by the thought that, had the means been at hand, some opportunities need not have been lost. Still, twenty-five years ago everything was to be done. There was no building in Athens for the school, and no library, almost no teaching of Greek art and archaeology in American colleges, and not more than one or two Americans who could be called classical archaeologists. Now the school has a good building which must soon be enlarged to accommodate the library that has gradually been collected; courses in Greek archaeology and art are given in a large number of American colleges and the classical archaeologist is no longer unknown. Our museums, too, are beginning to seek the assistance of those who have studied at Athens. The institutions which co-operate in the support of the school and which give annually about \$4,000, or half the regular income, have as a whole continued their contributions with a steadiness that should call forth the gratitude of all who care for the study of the Greek element in the history of mankind. Surely this devotion on the part of the many universities and colleges is a fine example of true interest in the ideal side of education.

The last report of the school, which has just come to hand, shows that during the twenty-five years of its existence 163 persons have been enrolled as students. Of these 85, or about fifty per cent, have taken positions in the United States in universities and colleges. The greater number of the remainder are also engaged in teaching in schools. A few, in the universities, occupy chairs of archaeology, but the vast majority are engaged in teaching Greek or Latin. It is impossible to estimate the effect upon this body of teachers of their stay in Greece. Even the best of teachers teaches better when he has a lively sense of the reality of what he is teaching, and no means of inspiration with which I am acquainted in any way equals even a short sojourn in Greek lands, under a Greek sun, and in view of a Greek sea. It matters little what the conditions of modern Greece are. There is a glamor on all the land and its spell increases the longer one stays and never diminishes with time or distance.

Naturally the benefits of the sojourn have been offset by some disadvantages. Certain students, on becoming teachers, have failed to realize that the

study of Greek must be the study of Greek literature, and that the inspiration that they have gotten from their archaeological work should not blind them to the fact that, in all but our great institutions, archaeology must be the handmaid of literature. Few of the long roll of students are teaching archaeology, and perhaps it is just as well that their number should not be increased. Even in our universities there is perhaps a tendency to overrate the claims of archaeology on the classical student, but no one can overrate the value of this study for all who teach the classical tongues, and we may well accept the disadvantages in view of the many positive advantages that have accrued. Verily the founders of the school and those who have spent themselves to ensure its success have their reward. We shall be abundantly satisfied if the record of the first 25 years of the school at Rome comes up to the standard of the school at Athens.

#### FIRST YEAR LATIN

(Concluded)

We are aiming ultimately to teach our students to read Latin at sight, to acquire such power over its forms and syntax that with due allowance for unusual words they can get hold of the structure, not merely guess at the meaning of a passage of average difficulty. The first year's work should contribute to this power even more than the fourth or fifth. The things essential to preparation for Caesar are in their fundamentals the things essential to reading Latin at sight, and they are the things to be emphasized the first year. Now if it be admitted that accurate knowledge of case and voice endings, a habit of noticing them and a conviction that they mean something are, together with a good vocabulary and general common sense, the *sine qua non* of reading at sight, then it is evident that the first year's work should emphasize the things that lead most plainly and most directly to these essentials. Such things are accuracy in noticing case and tense, voice and person, agreement in all its common applications, the use and case of relative pronouns, the participle and its agreement, especially the perfect passive, the distinction between independent and dependent clauses, the simplest use of the accusative and infinitive after verbs of saying and knowing, and the simplest subjunctives of purpose and result, and indirect questions.

The study of some of these points becomes the more necessary because of the lack of training of most children of this generation in all formal grammar. To the beginning Latin teacher is given a mighty Ossa to pile on Pelion. Not only must every commonplace of the grammatical vocabulary be carefully defined, but to most classes the whole idea of voice, case relations and mood must be

taught from the very foundation. Any first year Latin class that is taught in this grammarless age without having these principles made clear is either helping on the sad work of making students hate Latin and drop it, or is providing them with little more than a system of meaningless symbols.

We are considering, however, not only the student's past in English but his future in Latin. Even if all the more complex constructions could be taught during the first year and could be retained to later years, even if the study of English grammar had made these simple grammatical relations more familiar, even if students in the fourth and fifth years of Latin had not for generations shown weakness in these lines, these would still be the subjects appropriate for this year's work. For they are, if we understand aright, the places where the study of inflections and syntax may be said to meet. The more complicated subjunctive constructions, such as the temporal clauses and the conditions, while they necessitate subtler reasoning too difficult in most cases for the first year student, do not add any new knowledge of inflections; the same is true of the more minute divisions of the case constructions which add no new knowledge of the case endings.

In writing, however, such constructions as the direct object and the ablative of means the student may consciously focus his thought on the ending without being too much distracted by the reasoning involved in the syntax. He therefore, if he goes slowly enough and has sufficient review, comes to write the greater number of his forms correctly, and gradually becomes sure of a limited amount of syntax. This is in our opinion far more to be desired than the state of mind of a student that may know about many rules for the subjunctive but can write, as a candidate for entrance to a school recently did write for 'They have sent large forces to capture this town', *Magna copia ut capti fuerunt illum oppidum missuntur*. The need of an *ut* for purpose was firm in her mind, but the knowledge of inflections and the habit of using them correctly were evidently far from her. An extreme example handed in under similar circumstances gave as a sight translation of 'Bello confecto totius Galliae principes civitatum ad Caesarem convenerunt', this: 'The war made all the legions of Gaul the principal states to the convenience of Caesar'. Too rapid progress from subject to subject, insufficient review, and the introduction of too many constructions for the young student are responsible, at least in part, for such monstrosities. If we can confine the first year's work to these fundamentals, emphasizing, reviewing, and testing, making forms and their meaning the purpose and end of all oral, written, prepared and sight exercises, we shall have little trouble

in teaching the more difficult points in the later years of the course.

A few detailed suggestions may make our meaning more clear. If we can reduce the constructions to the common case constructions and two or three subjunctives, we shall be able to gain in actual numbers from ten to twenty-five lessons and shall have opportunity to introduce more exercises in review of the principles already studied. These may be classified separately as review exercises or introduced daily with the sentences illustrative of new subjects under discussion, but their chief value is to fix and emphasize fundamental things and they will have more weight if the constructions they contain are in no wise labelled or marked by references to previous sections in the book. The labelled exercise and indexed sentence have done much to weaken our students' knowledge of Latin. The average boy is all too willing to write the dative for every noun in the lesson with that heading, without reading grammar or hint, and the kind editor who gives references for each subjunctive in a sentence may continue to supply all the knowledge of the subject that the student ever shows. These difficulties may be inevitable in the treatment of new subjects but they can be greatly lessened if the review sentence enters frequently and unannounced.

Besides time gained for more constant review there will be opportunity for connected reading from Latin to English. When once the declensions of nouns and adjectives, the indicative of the regular conjugations, the most common pronouns and a few infinitives are mastered, the pupil is ready at the end of a half year for some definite work in translation. He needs the quickening of interest that comes from the change from monotonous short sentences and grammar work to connected reading, and he is ready for the pleasure of using the knowledge that he has acquired. There are many other good exercises besides the *Fabulae Faciles* and some of them have a vocabulary more exactly identical with Caesar's, but few can be more carefully planned as preparation for Caesar by way of training in the essential constructions named above. No careful teacher can read through the first 35 paragraphs of the *Perseus* and *Hercules* stories noticing the skill with which neuter nouns, and modifying adjectives, relative pronouns, and dependent clauses are introduced, without being convinced that a master teacher wrote this Latin. Moreover the progress to the more difficult constructions is so gradual that the student is never obliged to pass over something that he cannot understand. Too many exercises of this type, while they translate all difficult constructions in parenthesis, of necessity leave them unexplained. All too soon the student gets the impression, unfortunately often prevalent with

the more advanced, that anything can happen in Latin.

The reading of some such exercises as the *Fabulae*, supplemented by two or three lessons a week in the *Beginning Book*, selected with care to see that all new forms are learned before they occur in the reading, and frequent practice in writing English into Latin illustrating the new forms and principles learned will make it possible for every step of the way to be clear to the student, and he will gain what has been the chief aim in view in all these suggestions, confidence and accuracy instead of vague mystery and wild conjecture. Thus trained he will be 'prepared to read Caesar' even if he is not acquainted with all the 800 or 1000 words "all used in the Gallic War", or with all the constructions occurring in the first fourteen paragraphs, for to be 'prepared', as we see it, does not mean to know everything, but to be equipped to learn, and power to read is more to be desired than disorganized knowledge. To translate accurately and intelligently and to write simple sentences with facility and care is more of a preparation than scattered bits of knowledge, however numerous, that have not been applied to reading and writing. Many students translate as if they were reading with a cable code; if they explain a subjunctive it is because they remembered that something of the kind occurred in a certain place on the page; if they read fluently it is from a good verbal memory and the good English style of their teacher. Put them down before a simple sight passage and they are utterly routed and put to flight. If we are to avoid such disasters for the students, and discouragements for the teacher, let us prepare them to read Caesar, not ply them with disconnected grammatical rules, let us gain if possible a *multum in parvo*, not a *nihil per multa*.

SUSAN BRALEY FRANKLIN

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## REVIEWS

Dramatic Traditions of the Dark Ages. By Joseph S. Tunison. University of Chicago Press (1907). \$1.25.

The present volume is confessedly a piece of special pleading. The aim of the author is to state the case for Byzantium as having been the main source of the beginnings of modern drama in Western Europe. The title of the book hardly indicates its scope, for the phrase, "dramatic traditions", is used in the widest sense, and includes not only traces of dramatic performances in the usual meaning of the term, but all kinds of material that may be conceived as contributing in any way to "the transfer of theatrical aptitudes from the East to the West, and from ancient to modern times". It is divided into four chapters, Traditions due to the

War between Church and Theater, Traditions of Dramatic Impulses in Religion, Eastern Traditions and Western Development, and Traditions by Way of Ancient and Mediaeval Italy.

That much more attention than has yet been given it is due to the influence of the Eastern Empire upon the mediaeval literature of the West will be acknowledged by most readers. But a knowledge of Byzantine sources and contributions has been by no means easy to acquire, and to a volume like the present one turns with some eagerness of expectation. Unfortunately the result is disappointing. Had the author merely translated and organized the material of his main authority, Constantine Sathas, he would have performed a great service. But this book is hopelessly without organization. The first two chapters, though they bear different titles, contain much matter that might as well be in one as in the other, and the same lack of order and clear classification of facts makes the work throughout extremely hard to use. Chronology, so important in such a study as this, is often confused; while at other times it is left so vague that to make use of the material at all one must sit with a history of Byzantium open on the table. A writer who regards himself as a pioneer in such a field is hardly justified in assuming in his readers a familiarity with the exact chronology of all the eastern emperors.

But if the author is so learned in the Dark Ages that he forgets how ignorant the rest of the world is, no such impression of erudition is left by his treatment of the modern end of his subject. His eccentric choice of secondary authorities—Karl Pearson is his main authority on the German passion plays, and Warton on the history of English poetry—his naïveté in his handling of instances from the Shakespearean drama, his ignoring of the importance of the mediaeval drama in France, are only instances of the insufficiency of his equipment for the task he has set himself. As for the logic of the arguments by which he traces connection between his supposed Eastern sources and their Western derivation, the less said the better. The process usually consists in the construction of a precarious hypothesis as to the course by which Eastern influences *may* have come West, and the ignoring of other possible sources of the Western phenomena. Extreme examples of this may be found in his whole treatment of the plays of Roswitha, and in the leap from the Autolycus of the Graeco-Latin satyric drama to his namesake of Shakespeare's Winter's Tale.

It is in cases like this last where both reasoning and scholarship oftenest break down. A knowledge of Elizabethan literature would have given him an immediate parentage for Autolycus that must have

modified the whole argument. A later authority than Warton would have prevented him from discussing the sources of Guido delle Colonne while ignoring the work of Benoit de St. Maur. Even a meager knowledge of the methods of Lydgate would have prevented him from assuming that that poet's picture of Troy was due to his own learning.

But it is useless to multiply instances. The book may serve to call attention to the necessity for a substantial work on the same theme but by different methods. It may bring to the notice of scholars a fact here and there which may start fruitful investigation. But neither classical nor modern scholars need hope to find in it a safe guide through the difficult country it attempts to chart.

HARVARD UNIVERSITY.

W. A. NEILSON

The Mythology of Greece and Rome, presented with special reference to its influence on literature. By Arthur Fairbanks. New York: D. Appleton and Company (1907). Pp. xvii + 408. 138 illustrations.

There is probably no side of a classical training which assists more in the attainment of old-fashioned culture—that *rara avis*, according to some—than the study of the myths of Greece and Rome as seen in modern literature. And if these myths are first learned not only through ancient literature, but also through ancient art, then an additional field for mental cultivation is opened to the student. To guide the classical student in this course is the aim of this useful handbook. It presents a survey of the chief myths of the Greeks and Romans, arranged in two divisions: Part I. Myths of the Gods. This includes such sub-titles as The Gods in Homer, Gods of Human Life, Hades and the Realm of Souls, etc. Part II. Myths of Heroes. This division consists of Myths of Local Heroes, of Theseus, of the Argonautic Expedition, and the Legend of Troy.

In connection with each myth are given references to poets, ancient and modern, especially to Greek, Roman, and English poets, who refer to, or use, the story. In some cases the verses are quoted, in others the reference only is given. From a survey of this department, it is obvious that practically no English poet of any note can be intelligently read without frequent reference to classical mythology. The account of each myth is brief as becomes a handbook, but the clearness of the text, and the appropriateness of the illustrations can hardly be surpassed. It is apparently the purpose of the author to provide material by which the student may work up for himself any series of myths, and certain classifications to this end are made in the introduction.

There are in this book about 140 illustrations, and

of these 55 are reproductions of the designs of ancient vase-paintings (mostly Athenian) taken from a number of sources. There is probably no other book of this size where the reader can so well enjoy the study of these beautiful and suggestive works of art. For this alone Professor Fairbanks deserves the thanks of teachers and students in colleges and secondary schools. The book contains also many lists which should be helpful to students, e. g. the names and locations of the statues in antiquity of all the principal deities, the names and attributes of the Muses, the epithets of Apollo in his various aspects, etc.

The volume is well printed with variety of type, and concludes with a copious *Index Nominum* (for which a guide to pronunciation is provided), and with genealogical tables of the Olympian Gods, the Family of Inachus, and the Descendants of Hellen.

W. W. KING

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#### THE AMERICAN PHILOLOGICAL ASSOCIATION

held an unusually successful meeting in conjunction with the Archaeological Institute of America, at the University of Chicago, Friday, Dec. 27, to Monday, Dec. 30th last. The programme suffered, indeed, by the sudden death of Prof. Warren, of Harvard, and by the absence of several others who were unable to attend the meeting. But the sessions of the two societies did not conflict, and some elements of confusion were thus eliminated. The papers ranged, as usual, over a wide field—metrical studies by Professors Shorey of Chicago and Fitz-Hugh of Virginia, grammatical researches by Professor Allen of Illinois University, Professor Harry of Cincinnati and Dr. Flickinger of the Northwestern University; discussions of Mss. from Egypt by Professors G. F. Moore of Harvard and Sanders of Michigan; critical notes by Professor Bonner of Michigan; on the theatre as a political factor at Rome in the time of the republic, by Professor Abbott of Chicago; on Chaucer's Knight, and possible sources of his adventures, by Professor Manly of Chicago; on stoning among Greeks and Romans, by Dr. Pease of Harvard; on Photius' criticism of the Attic Orators, by Professor Van Hook of Princeton.

The question of adopting a proposed form of constitution which would have established local sections, with biennial meetings of the general society, was discussed at length, but it was voted to retain the present organization.

A resolution was adopted expressing the interest of the Association in the endeavors to obtain uniform classical entrance requirements for college, with due announcement of the particular texts required for the next few years (as with the Rhodes examinations), but with increased emphasis upon translation at sight.

Professor Bennett of Cornell was elected President of the Association, which will probably hold its next meeting at Toronto.

F. G. MOORE

DARTMOUTH COLLEGE

#### THE AMERICAN ARCHAEOLOGICAL ASSOCIATION

In the last days of December the Archaeological Institute of America and the American Philological Association, gathered in joint session at the University of Chicago, held one of the most interesting and enjoyable meetings of recent years. As might be expected, the majority of the members in attendance came from the institutions of the Middle West, though the parts of the country most remote from the place of meeting were not without representation, for Harvard, Yale, Princeton, Johns Hopkins, George Washington, Virginia and other Eastern universities sent delegations, and Prof. H. R. Fairclough of Leland Stanford brought greetings from the Philological Association and Archaeological Societies of the Pacific Coast. Several who had promised to take part in the programme were missed from the meeting, in particular Professor Minton Warren of Harvard, who died on November 26, and Professor Thomas D. Seymour of Yale, who was prevented from being present by serious illness, to which he has since succumbed. Appropriate resolutions were passed in both cases.

The meeting of Monday morning, December 30, gained especial interest from the presence of the well-known English archaeologist and explorer, Mr. D. G. Hogarth, who lectured on Early Temples of Ephesus. He has recently completed the exploration of the temple precinct of the Ephesian Artemis on behalf of the British Museum. Full details of this most interesting and important exploration will soon be accessible in Mr. Hogarth's book on the subject, which is now coming from the press<sup>1</sup>.

At the same meeting Professor Henry N. Sanders of the University of Michigan described four Greek manuscripts of parts of the Bible, which were recently brought from Egypt by Mr. Charles L. Freer of Detroit. This discovery has been so widely reported in the daily press that it seems unnecessary to give a detailed account of it here. The manuscripts are undoubtedly genuine, of early date (fifth and sixth century), are carefully written in uncial characters, and furnish a text which critics must hereafter take into account. The chief interest at present centers around the new paragraph following Mark xvi.14, a part of which was translated by St. Jerome in the fourth century. It is not often that an American scholar has the opportunity to make the first report on a discovery of such value and general interest, and the final publication of the results of Professor Sanders' investigations will be eagerly awaited.

<sup>1</sup>For a summary of his lecture, see *The Classical Weekly*, p. 102.

The annual address of the President of the Philological Association was presented by Professor F. W. Kelsey of the University of Michigan, who discussed the question *Is There a Science of Classical Philology?* The speaker traced in brief outline the history of Classical Philology as a science from the time of F. A. Wolf to the present, subjecting to criticism various definitions and divisions of the subject. His conclusion was that no satisfactory basis for a scientific treatment of Classical Philology can be found except investigation and elucidation of the Graeco-Roman civilization as a whole.

At the sessions of the Philological Association there were, as usual, discussions of syntactical, critical, and metrical questions, and at those of the Institute, in addition to a number of strictly archaeological papers, questions of Roman religion and public life, of Athenian and Roman topography were presented. Reports also were made of recent archaeological work in Asia, Greece, Italy, and America; perhaps the most interesting parts of these reports were concerned with the exploration of a site which Dörpfeld believes to be Nestor's Pylos, and with the still unfinished excavations on the Palatine. A single paper on an English subject served as a reminder of the good old times when the Philological Association was the mother of us all, and we were not yet split up into sections. An analysis of the programme from the point of view of the institutions represented shows that Johns Hopkins was responsible for six papers, Chicago and Harvard each for five, Cincinnati and Michigan each for three, Northwestern for two, and eleven other Universities and Colleges for one each.

In the business meeting of the Philological Association the most interesting question brought up for action was the proposed change in the constitution by which the Association should be divided into three sections, the Eastern, the Central, and the Western, each of which should have its own organization and should hold its own meeting in alternate years. After a long and animated discussion in which it appeared that the Western members on the whole desired the amendment and that those from the Central and Eastern States were generally opposed to it, a motion to make no immediate change was carried almost unanimously. At the meeting of the Council of the Institute the proposal of the Iowa Society that the annual dues be reduced from ten to five dollars was referred to a committee for investigation. The election of officers resulted in the choice of Professor F. W. Kelsey of the University of Michigan as President of the Institute, of Professor Allan Marquand of Princeton University as one of the Vice-Presidents, of Professor Mitchell Carroll of George Washington University as Secretary, and of Professor

George H. Chase of Harvard University as Associate Secretary for the Eastern Societies. The other officers, I believe, remain the same. The names of Mr. D. G. Hogarth, Professor Christian Hülsen and Professor August Mau were separately presented to the Council and by unanimous vote were added to the list of Foreign Honorary Members of the Institute. Last of all, the Managing Committee of the American School of Classical Studies in Rome held its annual meeting and in addition to the transaction of regular business elected as Annual Professors of Latin for the next three years Professor Walter Dennison of Michigan, Professor M. S. Slaughter of Wisconsin, and Professor H. R. Fairclough of Leland Stanford. The next joint meeting of the Archaeological Institute of America and the American Philological Association will be held at the University of Toronto in the last week of next December. HARRY LANGFORD WILSON

JOHNS HOPKINS UNIVERSITY

A work of serious erudition, in an historical field not yet competently covered, has been begun by Camille Jullian, professor at the Collège de France. The first two volumes of his *Histoire de la Gaule* are only the beginning. They deal with the Gallic invasion and Greek colonization, and with independent Gaul. Four other volumes are to follow: the Roman conquest and first Germanic invasions; government by Rome; Gallo-Roman civilization; and the Lower Empire. In the first volume there is a full treatment of two interesting questions—the Greek foundation of Marseilles and Hannibal's crossing of the Alps.—New York Evening Post, Nov. 30, 1907.

The vagaries of a clever mind when brooding over an unfamiliar subject are nowhere better illustrated than in the following passage from Franklin's *Autobiography*:

I have already mentioned that I had only one year's instruction in a Latin school, and that when very young, after which I neglected that language entirely. But when I had attained an acquaintance with the French, Italian, and Spanish, I was surprised to find, on looking over a Latin testament, that I understood more of that language than I had imagined; which encouraged me to apply myself again to the study of it, and I met with more success, as those preceding languages had greatly smoothed my way.

From these circumstances I have thought there is some inconsistency in our common mode of teaching languages. We are told that it is proper to begin first with Latin, and, having acquired that, it will be more easy to attain those modern languages which are derived from it; and yet we do not begin with the Greek in order more easily to acquire the Latin. It is true that if we can clamber and get to the top of a staircase without using the steps, we shall more easily gain them in descending; but certainly if we begin with the lowest we shall with more ease ascend to the top; and I would therefore offer it to the consideration of those who superin-

tend the education of our youth whether, since many of those who begin with the Latin quit the same after spending some years without having made any great proficiency, and what they have learned becomes almost useless, so that their time has been lost, it would not have been better to have begun with the French, proceeding to the Italian and Latin. For though after spending the same time they should quit the study of languages and never arrive at the Latin, they would, however, have acquired another tongue or two that, being in modern use, might be serviceable to them in common life.

### TRANSLATIONS HEARD IN LATIN RECITATIONS

13, miles, domum (Jones' First Lessons in Latin lxxviii.3)—"Thirteen miles to home."

Agricolae in urbem oves agent, (Collar and Daniell's The Beginner's Latin Book, 185, 1.6), "The sheep agent of the farmer is in town".

Neque enim his nostrae rostro nocere poterant (Caesar De Bello Gallico 3.13.8)—"For ours were not able to ram these with their frontispiece".

... donisque furentem  
incendat reginam, atque ossibus implicet ignem;  
(Vergil's Aeneid, 1.660)

"and by his gifts he sets the raging queen on fire and wraps the flame in her bones".

W. A. DOTEY  
DEWITT CLINTON HIGH SCHOOL, NEW YORK CITY

### THE GREEK CLUB OF ESSEX COUNTY

The publication of the article on American Classicism in Number 11 of The Classical Weekly has called forth from Mr. W. W. King of the Barringer High School, Newark, the interesting information that the Greek Club of Essex County, New Jersey, is conducted exactly as was the Greek Club of New York City, as described by Professor Sihler. "Our president," says Mr. King, "is Dr. Kennedy of the Dearborn-Morgan School, and the secretary Dr. James F. Riggs, pastor of the Brick Presbyterian Church, East Orange. We meet twice a month . . . and read two or three plays of the Greek poets each year".

The second luncheon of the New York Latin Club will be held on February 15, 1908. Dr. Edgar S. Shumway will speak on The Sources of the Law. More extended notice will be given in the next issue.

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